

Before, During, and After Teaching Strategies: Model of Engagement to Support the Instructional Framework at Academy Park High School

All strategies with further explanations and resources are located at <http://aphs0910.wikispaces.com>

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Instructional Strategies

From <http://olc.spsd.sk.ca/DE/PD/instr/direct.html>

What is Direct Instruction?

The Direct instruction strategy is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

What is Indirect Instruction?

In contrast to the direct instruction strategy, indirect instruction is mainly student-centered, although the two strategies can complement each other.

Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems.

In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry (Martin, 1983).

What is Interactive Instruction?

Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students.

The success of the interactive instruction strategy and its many methods is heavily dependent upon the expertise of the teacher in structuring and developing the dynamics of the group.

Activating Strategies

Purpose: To activate students' prior knowledge through the use of engaging strategies designed to focus learning

- | | |
|--|--|
| ◆ <u>Carousel Brainstorming*</u> | ◆ <u>Anticipation/Reaction Guide</u> |
| ◆ <u>Two Minute Talks</u> | ◆ <u>The First Word*</u> |
| ◆ <u>Think-Pair-Share*</u> | ◆ <u>Walk Around Survey*</u> |
| ◆ <u>Talking Drawings</u> | ◆ <u>Three Step Interview*</u> |
| ◆ <u>Possible Sentences</u> | ◆ <u>In the Hot Seat*</u> |

Cognitive Strategies

Purpose: To provide a structure for learning that actively promotes the comprehension and retention of knowledge through the use of engaging strategies that acknowledge the brain's limitations of capacity and processing

- | | |
|--|--|
| ◆ <u>RAFT</u> | ◆ <u>Concept Mapping</u> |
| ◆ <u>Dump and Clump</u> | ◆ <u>Venn Diagram</u> |
| ◆ <u>Collaborative Listening and Viewing Guide</u> | ◆ <u>Semantic Feature Analysis</u> |
| ◆ <u>3 x 3 Vocabulary</u> | ◆ <u>Four Corners</u> |
| ◆ <u>Frayer Model</u> | ◆ <u>Power Notes</u> |

Summarizing Strategies

Purpose: To promote the retention of knowledge through the use of engaging strategies designed to rehearse and practice skills for the purpose of moving knowledge into long-term memory

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|--|---|
| ◆ <u>Shaping up Review</u> | ◆ <u>Challenge Envelopes*</u> |
| ◆ <u>Exit Slips</u> | ◆ <u>Vanity Plates</u> |
| ◆ <u>Four-Two-One</u> | ◆ <u>Four Box Synectics</u> |
| ◆ <u>Final Countdown</u> | ◆ <u>Learning Frames</u> |
| ◆ <u>Word Sorter*</u> | ◆ <u>ABC Review*</u> |

<http://its.guilford.k12.nc.us/act/strategies/summary.htm>

Admit Slips/Exit Slips (DO Nows)

Teacher helps in the synthesis of learning by reading anonymous student writings aloud to begin or end a class.

Anticipation Guide

Anticipation guides, according to Frank Smith (1978) allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely.

What is its purpose?

Also called reaction or prediction guides, the anticipation guide is a way to prepare a reader prior to a reading assignment by asking them to react to a series of statements related to the content of the material.

Reasons for using anticipation guides include:

1. relating prior knowledge to new information to enhance comprehension,
2. creating interest which stimulates discussion on the topic, and
3. creating possibilities for integrating reading and writing instruction.

How can I do it?

- Read the passage or story
 - Read and analyze the text to identify the major concepts (both explicit and implicit).
- Decide on major concepts
 - Decide which concepts are most important. Use these to create student interest and to agitate or stimulate reflection on prior knowledge and beliefs.
- Write statements on major concepts
 - Write short, declarative statements about the major concepts. There can be as few as 3-5 statements or up to about 15. The statements should be thought-provoking and reflect the students' backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate.
- Display the guide
 - To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an "A" for agreeing or a "D" for disagreeing in the left-hand column for each statement. Make sure to leave space for responses on the sheet. Students can complete the guides individually, in pairs or small groups, or as a whole class.

- Discuss
 - Conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a "yes" or "no" response. Students are to give examples from past experience and explain the decision-making process by which they arrive at their answers.
- Read
 - Have students read the selected text, evaluating the statements from the anticipation guide in light of the author's intent and purpose.
- Revisit the guide
 - Revisit the guide after you have read the passage to allow students to compare and contrast their original responses with current ones. The objective is to see what information the reading of the passage has allowed them to assimilate or learn.

Assessment and Evaluation Considerations

- The anticipation guide allows students to anticipate major concepts that will be encountered during their reading of a text. Discussion stimulates review of what students know and believe and allow them to expand these concepts. This type of previewing allows students to take charge of their own learning and to focus their reading. The teacher can use the anticipation guide to preview students' beliefs and knowledge about a subject.

Brainstorming

Brainstorming is a large or small group activity which encourages children to focus on a topic and contribute to the free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgement. Initially, some students may be reluctant to speak out in a group setting but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.

Teachers should emphasize active listening during these sessions. Students should be encouraged to listen carefully and politely to what their classmates contribute, to tell the speakers or the teacher when they cannot hear others clearly and to think of different suggestions or responses to share.

What is its purpose?

- to focus students' attention on a particular topic
- to generate a quantity of ideas
- to teach acceptance and respect for individual differences

- to encourage learners to take risks in sharing their ideas and opinions
- to demonstrate to students that their knowledge and their language abilities are valued and accepted
- to introduce the practice of idea collection prior to beginning tasks such as writing or solving problems
- to provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions

How can I do it?

- In a small or large group select a leader and a recorder (they may be the same person).
- Define the problem or idea to be brainstormed. Make sure everyone is clear on the topic being explored.
- Set up the rules for the session. They should include:
 - letting the leader have control.
 - allowing everyone to contribute.
 - ensuring that no one will insult, demean, or evaluate another participant or his/her response.
 - stating that no answer is wrong.
 - recording each answer unless it is a repeat.
 - setting a time limit and stopping when that time is up.
- Start the brainstorming. Have the leader select members of the group to share their answers. The recorder should write down all responses, if possible so everyone can see them. Make sure not to evaluate or criticize any answers until done brainstorming.
- Once you have finished brainstorming, go through the results and begin evaluating the responses. Some initial qualities to look for when examining the responses include:
 - looking for any answers that are repeated or similar.
 - grouping like concepts together.
 - eliminating responses that definitely do not fit.
- Now that you have narrowed your list down some, discuss the remaining responses as a group.

It is important for the teacher to:

- Establish a warm, supportive environment.
- Emphasize that a quantity of ideas is the goal.
- Discourage evaluative or critical comments from peers.
- Encourage and provide opportunity for all students to participate.
- Initially emphasize the importance of listening to expressed ideas, and model printing and recording of the ideas, then read each contribution to or with the group.

How can I adapt it?

- Use this procedure to plan a classroom activity such as a [research project](#), a field trip, a concert or a party.
- Display brainstormed lists of words to be used as spelling resources.
Add to brainstormed lists regularly.

- Groups and individuals can use brainstorming to generate prewriting ideas for stories, poems and songs.
- [Categorize](#) brainstormed words, ideas and suggestions.
- Use brainstormed words and sentences for exploring sentence structures and for key vocabularies.

Assessment and Evaluation Considerations

- Observe students' ability to focus on a topic or task in a group situation.
- Note students' participation in the oral expression of ideas.
- Monitor listening behaviours. (Do students take turns speaking? Do they ask for clarifications?)
- Periodically record students' oral language strengths, weaknesses and development in their files.

A-B-C Brainstorm (summarize)

A form of review in which each student in a class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied

Chunking

A technique used to improve comprehension by grouping words in a sentence into short meaningful phrases.

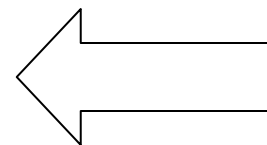
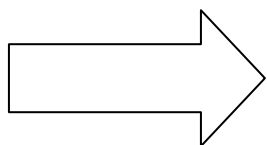
Additional information

Chunking is a method of breaking up reading material into digestible sections. Chunking helps prevent word-by-word reading, which can negatively affect comprehension since the reader may have forgotten the beginning of the sentence by the time he makes it to the end of the sentence. Studies demonstrate that chunked material, or materials that are separated into meaningful related groups of words, improves the comprehension of some readers, especially poor or low-ability readers.

Source <http://www.learnnc.org/reference/chunking>

Collins Writing: The Five Types of Writing

Type	Description	# of Drafts & Evaluation
Type 1: Capture Ideas	Type 1 writing gets ideas on paper -- it's brainstorming. Type 1 is timed and requires a minimum number of items or lines to be generated. Questions and/or guesses are permitted.	<ul style="list-style-type: none"> ▪ One draft ▪ Outcomes are evaluated with a check (✓) or a minus (-)
Type 2: Respond Correctly	Type 2 writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question.	<ul style="list-style-type: none"> ▪ One draft ▪ Graded as a quiz
Type 3: Edit for Focus Correction Areas	Type 3 writing has substantive content and meets up to three specific standards called "focus correction areas" (FCA). Revision and editing are done on the original.	<ul style="list-style-type: none"> ▪ one draft (save) ▪ Read out loud and reviewed to see if the draft completes the assignment, is easy to read and meets standards set for the focus correction areas.
Type 4: Peer Edit for Focus Correction Areas	Type 4 writing is Type 3 writing that is read aloud by someone else.	<ul style="list-style-type: none"> ▪ Two drafts (save) ▪ Writing is critiqued by a peer and revised by the author
Type 5: Publish	Type 5 writing is of publishable quality.	<ul style="list-style-type: none"> ▪ Multiple drafts (save) ▪ Published work



Document Based Analysis (Document Based Questions or DBQs)

Document based questions (DBQs) are a major focus in schools today. To be answered correctly, students must be adept at analyzing and synthesizing the information provided. They must be able to write coherent and logical essays.

<http://www.upstatehistory.org/services/DHP/DBQ.html>

Document Analysis Worksheets <http://www.archives.gov/education/lessons/worksheets/>

Final Word

PURPOSE: Encourages various interpretations of text by allowing students to share their own viewpoints, interests, and voices with members of a small group. As students explain their interpretations, others listen closely and reflect on the ideas being shared.

TIME: about 30 to 60 minutes **NUMBER OF STUDENTS IN GROUP:** 4-7

PROCEDURE:

1. Each student has a copy of the selection and either has read the selection in advance or reads it when the group meets. Students highlight (or mark in some way—perhaps with post-it notes) significant places as they read.
2. After reading, each student selects several highlighted items to share with the group. (Allow a couple of minutes for the quiet selection process.)
3. One person begins the process by reading aloud one part that he or she chose. After the reading, that person makes *no other comment*.
4. One at a time, the others in the group comment on what the first person highlighted and read. (Time limit may be agreed upon.) It is okay to pass and not comment, but of course that is not encouraged. There should be no cross conversation—no discussion.
5. At the end of the round, the first person (the one who read the highlighted portion), talks about the selection, and may explain why that part was chosen. The first person to read becomes the last person in the round and gets the “**final word**.”
6. There is still no other interaction/discussion. (Or see variation #1 below.)

7. Then move to the next person to read his or her chosen highlighted portion, and the same procedure repeats. This occurs until all members of the group have shared a part they chose, and other group members have responded.

VARIATIONS:

1. After each round a general discussion can take place. (Time limit can be agreed upon.)
2. Instead of highlighting, each person chooses a few ideas from the selection and writes them down. Then taking turns as above, one person chooses one idea to read, with or without additional explanation, with others commenting in succession on what they heard. Presenter then gets final word.
3. The student reading a chosen part comments at that time about the part. Listeners in turn take 1 uninterrupted minute to reflect back on what the presenter said. Reflecting back means exploring the presenter's interpretation, not adding one's own interpretation. A listener might begin, "From what you said, I can see you are concerned about . . ." The initial presenter takes 1 minute at the end to react to what was said by others during the round.
4. The group can come up with one synthesizing statement for each topic (each shared portion), or one such statement for the whole piece.

Source *www.hamiltonhighschool.net*

Graphic Organizers

A graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts, to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and or ideas within a learning task. It is often referred to as a "map" because it can help teachers and students "map out" their ideas in a visual manner. There are many similar names for graphic organizers including: knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

What is its purpose?

The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. Most graphic organizers form a powerful visual picture of information and allow the mind 'to see' undiscovered patterns and relationships. Although they have been applied across a range of curriculum subject areas, reading is by far the most well practiced application. Science, social studies, language arts, and math are more recent areas in which graphic organizers are being applied.

How do I do it?

In 1992, Jay McTighe in his book *Graphic Organizers: Collaborative Links to Better Thinking* outlined three main ways teachers may use graphic organizers in their teaching and a number of ways that students can use them to aid in the learning process.

- *Before instruction*, teachers may use a graphic organizer to attempt to provide structure for the presentation of new material while indicating relations between ideas. Teachers can elicit information from students by creating a graphic organizer on the blackboard to get an accurate idea of students' prior knowledge
- *During instruction*, graphic organizers can help students to actively isolate, process and reorganize key information. This is because graphic organizers allow students to approach subjects cognitively because they assist thinking. The student must take an active role in learning while processing and reorganizing information. Modifying an organized structure of information gives students an opportunity to learn from their own mistakes. It also allows students to construct maps that are appropriate to their individual learning styles.
- *After instruction*, students can construct their own organizers using the full text to isolate and organize key concepts. This summarization technique is a tool to see if students can interpret what was being taught and state it in concise, accurate terms. Post-instruction graphic organizers also encourage elaboration. If a student can connect prior knowledge with what was learned and identify relationships between those ideas, they are actively learning.

When introducing students to a new graphic organizer, you should describe its purpose, model its use, and provide students with opportunities for guided practice. Once students become comfortable with using the organizer, more independent applications are appropriate. In the end, you should encourage and assist students to create their own organizers.

Assessment and Evaluation Considerations

The way that you evaluate graphic organizers depends a great deal on the graphic organizer being evaluated. A generic [rubric](#) for evaluating student and teacher made graphic organizers might be a useful tool for evaluating the effectiveness of a specific graphic organizer type.

If you wish to evaluate the effect that using a specific graphic organizer had in students reaching a learning goal or objective, then other assessment tools and techniques will be needed.

I-Search Curriculum Unit

The I-Search is one type of inquiry-based research process frequently used in middle and high school classrooms. The term "I-Search" was coined by Ken Macrorie in his book *The I-Search Paper* (Heinemann, 1988). The overall goal of the I-Search is to actively engage students in the research process as they pursue questions of importance that they care about. In Ken Macrorie's words, through the I-Search a student can satisfy "a genuine itch" that needs to be scratched "until you've quieted it." Sometimes an individual teacher engages students in the I-Search, while other times a unit is carried out by an interdisciplinary team.

Characteristics of an I-Search Unit

An I-Search unit has the following characteristics:

- The unit is motivating, capitalizing on middle school students innate curiosity to explore topics of importance to both them and their community.
- By exploring a topic, the I-Search opens doors to knowledge, showing students the different ways to locate information.
- Since many activities require working with peers, the I-Search fosters collaboration among students who have diverse abilities, talents, and skills.
- Students must think critically as they integrate and evaluate information from different sources.
- By marrying process to product, the I-Search offers students creative outlets to represent knowledge.
- When teachers link the I-Search to standards in the key content areas, the inquiry process can support the construction of knowledge around key understandings.
- The research process encourages teachers and students to meaningfully use a variety of technology tools.
- The unit aligns with national standards relating to developing inquiry skills across disciplines.
- Students can strengthen web-based and online research skills.

Phase 1: Becoming Immersed in a Topic and Generating a Question

In Phase I, teachers actively engage students in a variety of authentic activities about a big, "juicy" topic connected to the standards. Within these activities, teachers elicit students' prior knowledge, help students build background knowledge, have students reflect on what they are learning, and help them find questions to pursue. As a bonus, these varied immersion activities model for students the multiple ways to gather information.

Key Phase 1 Activities

1. Teachers introduce theme/overarching concepts.
2. Teachers engage students in a variety of activities:
 - Motivate/hook students on inquiry
 - Elicit prior knowledge about the topic
 - Build up knowledge related to the key ideas
 - Begin generating questions
3. Teachers model information-gathering strategies that will be used in Phase 3:
 - Read
 - Watch
 - Ask
 - Do
4. Teachers help students to become familiar with the four phases of the I-Search process.
Click here to see graphic.
5. Students pose I-Search questions that are personally relevant and meaningful. For example:

Phase 2: Developing a Search Plan

In this phase, teachers guide each student to develop a search plan that involves gathering information in four ways:

- Reading books, magazines, newspapers, and reference materials (both in print and on CD-ROMs and the Internet)
- Watching videos and television documentaries
- Asking people for information through interviews and surveys face-to-face, online, or by phone
- Doing something active, such as carrying out an experiment, engaging in a computer simulation, or going on a field trip

As part of the plan, students not only identify what they will be doing to gather information using the four strategies above, but they also describe the sequence for gathering the information.

Key Phase 2 Activities

1. Teachers guide students to develop a plan showing which materials and resources they will use for starting the search process.

2. Students make sure that the teacher's criteria for reading, watching, asking, and doing in the plan are met. Students develop a sequence for using the materials and resources through creating a timeline or calendar.
3. Students are introduced to a process for citing and/or keeping track of the materials and resources.

Phase 3: Gathering and Integrating Information

After students develop their plans, they follow their plans to gather information. As they are collecting information, in order to integrate it, synthesize ideas, and construct meaning, teachers introduce strategies to help them sort, create semantic maps, make categories, create charts and figures, draft summaries, etc. In this sustained period of time, students analyze and synthesize information to make meaning.

Key Phase 3 Activities

- Students follow their search plans, revising them as necessary based on following leads.
- Students gather information inside the school in the classroom, media center, and/or library, as well as outside of school through interviewing, taking trips, and visiting other libraries.
- Students record the information using paper and pencil, drawing, tape recorders, video, and electronic tools.
- Students integrate information from various sources, engaging in activities to make sense of information and construct meaning.
- Students analyze information by making comparisons identifying pros and cons, relating causes and effects, and putting information in sequence.
- Students participate in classroom-based enrichment activities related to the theme and overarching concepts of the I-Search Unit in order to expand their knowledge.
- Students write in their [journals](#), reflecting on the "ups and downs" of their search process.
- If appropriate, students start drafting paragraphs for their I-Search reports.

Phase 4: Representing Knowledge

In this phase, teachers introduce students to a process and give them the time and supports they need to represent the knowledge they have constructed during their I-Search process. Teachers might ask students to produce a written paper, prepare an exhibition, construct a web site, create a video, make a skit or poster, or conduct an experiment. Teachers guide students through the process of designing, drafting, revising, editing, and producing or publishing their work. Whatever format they choose, teachers want students to convey information about the

following: My Questions, My Search Process, What I Have Learned, What This Means to Me, and References (see Macrorie, 1988).

Key Phase 4 Activities

- Students review the five [components](#) of the final I-Search "product."
- Teachers explain to students the [criteria](#) for evaluation.
- Students prepare I-Search reports and projects:
 - Design
 - Draft
 - Revise
 - Edit
 - Produce/Publish
- Students share reports and exhibitions with classmates, friends, other classes, and/or families.
- [Read a report](#) about special effects by a student without a learning disability.
- [View web sites](#) that young people have built about their science investigations.
- Students debrief and [reflect](#) on the unit.

Source <http://www.literacymatters.org/content/isearch/intro.htm>

Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members.

Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

What is its purpose?

Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility.

The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present

their findings to the home group, Jigsaw learning will often disclose a student's own understanding of a concept as well as reveal any misunderstandings.

How can I do it?

In its simplest form, the Jigsaw instructional strategy is when:

1. Each student receives a portion of the materials to be introduced;
2. Students leave their "home" groups and meet in "expert" groups;
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group;
4. The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group

In more detail, and written from a teacher's perspective, to conduct a Jigsaw in your classroom:

1. Assign students to "home" teams of 4 or 5 students (generally their regular cooperative learning teams). Have students number off within their teams.
2. Assign study topics to "home" team members by giving them an assignment sheet or by listing their numbers and corresponding roles on the board.
3. Have students move to "expert" groups where everyone in the group has the same topic as themselves.
4. Students work with members of their "expert" group to read about and/or research their topic. They prepare a short presentation and decide how they will teach their topic to their "home" team. You may want students to prepare mini-posters while in their "expert" Groups. These posters can contain important facts, information, and diagrams related to the study topic.
5. Students return to their "home" teams and take turns teaching their team members the material. I find it helpful to have team members take notes or record the information in their journals in some way. You may want them to complete a graphic organizer or chart with the new information.
6. Involve the class in a whole-group review of all the content you expect them to master on the assessment. Administer an individual assessment to arrive at individual grades.

How can I adapt it?

There are limitless ways of adapting the jigsaw structure in terms of the size of the groups, the range of topics and the demonstration of mastery of those topics. Teachers have developed many variations. Here are several modifications that are helpful in different circumstances:

1. Give students subtopics and have them use reference materials in the library to research their subtopic. This frees the teacher from having to arrange materials in advance.
2. Have the "home" group write a report or give a class presentation on the overall topic, with the specification that it includes all the subtopics presented in the group.

3. Prepare outlines or study guides of what each subtopic should cover and have students read the same text, organizing and becoming experts on the material highlighted by their outline or study guide

Assessment & Evaluation Considerations

Assess students' degree of mastery of all the material. Reward the groups whose members all reach the preset criterion of excellence or give bonus points on their individual scores if this criteria is met. Students will need to evaluate themselves on how well their group did in the jigsaw (e.g., active listening, checking each other for understanding, and encouraging each other) and set goals for further interaction

Journal Writing

Journal writing is a learning tool based on the ideas that students write to learn. Students use the journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know.

What is its purpose?

Using journals fosters learning in many ways. Students who use journals are actively engaged in their own learning and have the opportunity to clarify and reflect upon their thinking. When students write in journals, they can record such things as ideas and feelings, special words and expressions they have heard, interesting things that have happened to them or information about interesting people. Journal writing offers students opportunities to write without fear often associated with marking. Every journal entry is individualized.

How do I do it?

Journals can be used throughout the day, at different times of the day and for different purposes.

1. Decide what type of journal you want to use in your classroom. Think about the purpose of the journal and how will you use it.
2. Prepare materials. Your students' journals may be looseleaf notebooks or folders. Individual pages should be contained in some way so that they are not lost over time.
3. Model initial entries. Using an overhead projector or classroom chart, work together to write a sample response. Students can copy the class response in their own journal or write one of their own.
4. Schedule time for regular journal use. Students are all engaged in the act of writing and this enables individuals to generate ideas, observations and emotions.

While you should not grade or correct the writing in journals – only finished pieces should be used for grading – you could comment on your students' writing. Offer suggestions,

constructive remarks, questions, and encouragement whenever possible. Sometimes students will respond to the teacher's comments.

One of the biggest problems with writing journals is that some students use them simply as a way to record the day's events. They slip into the routine of writing diary entries without reflection or real purpose. You can reduce this by encouraging your students to **write about a variety of topics** and take what they feel are the better entries and develop them into finished pieces.

- [Writing Prompts/Journal Topics](#)
- [Journal Writing Prompts](#)

Journals offer students the opportunity to reflect on their world and expand their awareness of what is happening in their lives. For many students journals become a rich source of ideas for writing.

How can I adapt it?

There are several variations of journals that can be adapted to fit the needs of the classroom.

- **Personal Journals**
These journals allow students the freedom to write about their feelings, opinions, expressions and about topics of personal interest. If they wish, students may share these entries with others.
- [Dialogue Journals](#)
Dialogue journals are conversations in writing. Most often the conversation is between the student and the teacher or classmates. These journals are interactive - the two conversation partners comment on one another's entries. These conversations encourage students to express themselves in thoughtful and informal ways.
- [Reading Response Journals](#)
These journals are used to capture students' reactions to books and to track their reading. The entries might include questions, comparisons, evaluations, letters to characters, predictions and comments on style or mood.
- [Math Journals](#)
The goal of writing in mathematics is to provide students with opportunities to explain their thinking about mathematical ideas and then to re-examine their thoughts by reviewing their writing. Writing will enhance students' understanding of math as they learn to articulate their thought processes in solving math problems and learning math concepts.
- [Science Journals](#)
Writing science journals could be a great way for the teacher to have a better understanding on how the students are thinking about the science lesson. Science journals are a way to incorporate personal ideas with observation and interference.

Students can express their opinions with every experiment. Encourage students to write questions about process or outcomes of explorations. They can use drawings, diagrams, data charts and graphs.

- [Art Journals](#)

The art journal gives students a place to plan, to gather resource and research materials, to do preliminary drawings and to experiment with media; in short, to explore and document their personal creative processes. On a very basic level, it helps students keep all required and exploratory material together.

Assessment & Evaluation Considerations

The journal can be used as a reference file to help the teacher monitor individual development and progress. Entries should not be evaluated as finished products. The evaluation of journals should emphasize the content. While each journal is unique, good journals share the following characteristics:

- personal observations
- questions
- speculations and predictions
- evidence of developing self-awareness
- connections between personal experience and new information

A journal is like a good friend who is never too busy to listen.

Knowledge Rating

The Knowledge Rating literacy strategy can easily be incorporated into instruction in any content area (Blachowicz, 1986). It is a pre/during/and post-reading activity. Students begin with a list of vocabulary words and corresponding columns (see sample Knowledge Rating charts). Before reading, students analyze each word and note whether the term is familiar. If the student knows the meaning of the word, a short definition is written in the appropriate column. This pre-reading activity sets the stage for further clarification of the words through discussion or reading.

Next, students skim the text to locate the words in context. The location of the word is noted for later reference (with highlighters, removable sticky strips, underlining, etc.). It is permissible to have the students highlight a form of the word, if the exact word is not found first.

After reading the text completely, the words are revisited in context, and definitions are noted for each word. Such active participation in processing vocabulary is necessary to understand

the text and to help students construct meaning.

The Knowledge Rating strategy should be introduced to the students and modeled so they will understand the steps involved in the process. This strategy = helps students comprehend expository text found in different subject areas.

K-W-L

Know - Want to Know - Learned

K-W-L is an introductory strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

What is its purpose?

The K-W-L strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use.

How can I do it?

- On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.
- Label Column 1 K, Column 2 W, Column 3 L.
- Before reading, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
- Then have students predict what they might learn about the topic, which might follow a quick glance at the topic headings, pictures, and charts that are found in the reading. This helps set their purpose for reading and focuses their attention on key ideas.
- Alternatively, you might have students put in the middle column what they want to learn about the topic.
- After reading, students should fill in their new knowledge gained from reading the content. They can also clear up misperceptions about the topic which might have shown up in the Know column before they actually read anything. This is the stage of metacognition: did they get it or not?

K	W	L

How can I adapt it?

Hill, et. al. (1998) have modified the K-W-L chart to include a fourth column at the end, W for "Further Wanderings." In their K-W-L-W chart, this column is for students to pose new questions they have as a result of their research. They also suggest that the first column be filled in individually first and then knowledge and questions from the entire class are pooled second. Throughout the unit, students add to the columns as they encounter new information. Different colored markers or pencils can be used to visually represent new learning. Margaret Mooney suggests adding a fifth column, H, (K-W-H-L-W) for "How" the students intend to gather the information once they've determined what they need to learn. The K-W-L chart (and its modifications) helps students organize their thoughts about a topic.

Possible additions to chart and/or topics for discussion:

- What we think we know, but aren't sure about
- What's our evidence for what we know
- How we might find out what we want to know (what would be evidence?)
- What could we find out by interacting with or observing the materials/phenomena, rather than by reading or asking experts?
- What questions do we still have?

Assessment & Evaluation Considerations

- Observe students' ability to focus on a topic or task in a group situation.
- Note students' participation in the oral expression of ideas.
- Monitor listening behaviours. (Do students take turns speaking? Do they ask for clarifications?)
- Periodically record students' oral language strengths, weaknesses and development in their files.

Literature Circles

In literature circles, small groups of students gather together to discuss a piece of literature/text in depth. The discussion is guided by students' response to what they have read.

You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response.

Perhaps the easiest way to understand what literature circles *are* is to examine what they *are not*.

Literature Circles are . . .	Literature Circles are not . . .
Reader response centered	Teacher and text centered
Part of a balanced literacy program	The entire reading curriculum
Groups formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled "talk time" without accountability
Guided primarily by student insights and questions	Guided primarily by teacher- or curriculum-based questions
Intended as a context in which to <i>apply</i> reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive "recipe"

From [Getting Started with Literature Circles](#)
by Katherine L. Schlick Noe & Nancy J. Johnson
© 1999 Christopher-Gordon Publishers, Inc.

Source <http://www.litcircles.org/Overview/overview.html>

Marking Text (annotating)

Using symbols (!, ?, ☹, ☺, ☆) to clarify ideas while reading text passages. Can also underline, circle, and/or highlight key words, phrases, ideas. Allows students to interact or “talk to” the text to increase comprehension and understanding. Usually teamed with a summarization technique (see Sum It Up).

!, ☺	I agree with this
X, ☹	I disagree with this
?, ☹	This confuses me
☆	OMG, WOW, very interesting
C, I, O	This is a general claim/idea/opinion
E	Here is the evidence for the claim

Metacognition

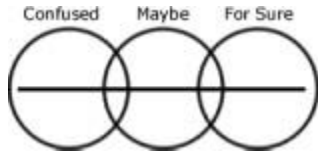
"Metacognition" is one of the latest buzz words in educational psychology, but what exactly is metacognition? The length and abstract nature of the word makes it sound intimidating, yet its not as daunting a concept as it might seem. We engage in metacognitive activities every day. Metacognition enables us to be successful learners, and has been associated with intelligence (e.g., Borkowski, Carr, & Pressley, 1987; Sternberg, 1984, 1986a, 1986b). Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control. Metacognition" is often simply defined as "thinking about thinking." In actuality, defining metacognition is not that simple.

Source <http://gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm>

Teach Self-Awareness about Knowledge

All subjects build on prior knowledge and increase in complexity at each successive level of mastery. Effective learning requires that certain skills and processes be available for quick recall. Many students let too much of their knowledge float in a sea of confusion and develop a

habit of guessing, sometimes without even knowing that they are guessing. To help students break this habit, paste the graphic at right next to each question on your assessments. After the students answer a question, have them place an X on the line to represent how sure they are that their answer is correct. This approach encourages them to check their answer and reflect on their confidence level. It is informative when they get it wrong but marked "for sure" or when they do the opposite and mark "confused" yet get the answer right.



Credit: Courtesy of Tristan de Frondeville

Source <http://www.edutopia.org/project-learning-teaching-strategies>

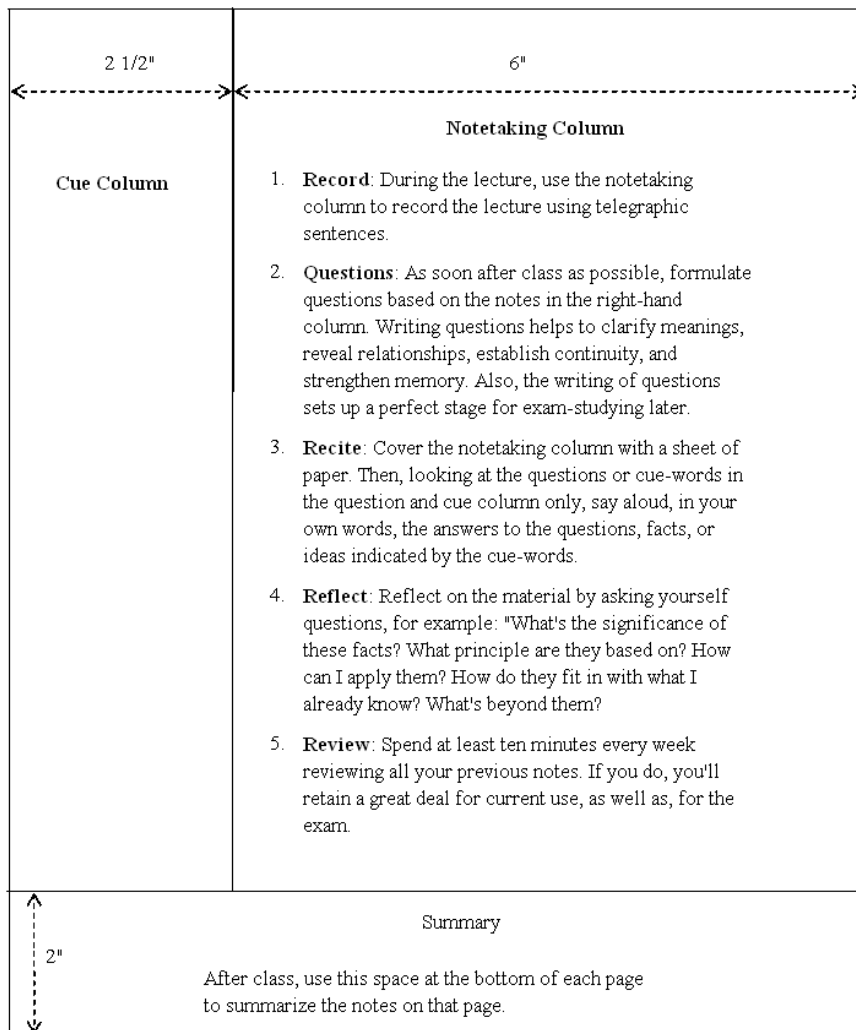
Note-taking

Cornell Notes

Source www.englishcompanion.com/pdfDocs/cornellintro.pdf

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

The Cornell Note-taking System



Adapted from *How to Study in College* 7/e by Walter Pauk, 2001 Houghton Mifflin Company

Source

http://www.pdfdownload.org/pdf2html/pdf2html.php?url=http%3A%2F%2Fisc.sas.cornell.edu%2FSidebars%2FStudy_Skills_Resources%2Fcornellsystem.pdf&images=yes

Partner Reading

Purpose: To maximize time students read in school.

Richard Allington writes in [*Struggling Readers*](#) that for every story in the average basal, there are 270 minutes of lesson plans or "stuff." What if we turned that statistic on its head? For every story presented in class, students would read 270 minutes and respond for 30 minutes. That change alone would improve reading comprehension!

When partners read to one another, they get immediate feedback on the pronunciation of words and the meaning of text. Two brains work together to figure out confusing reading puzzles on the spot. I introduce many ways to read as partners in the beginning of the year. I ask everyone to try each procedure. Then, students are left on their own to decide which partner-reading method works best for them and their partners including reading silently side-by-side.

Here is a list of my favorite ways to read text compiled from many sources and conferences. The list is not presented in any order. Notice that each reading suggestion pairs 2 students together and they are both actively engaged in reading most of the time.

The first gift teachers could give struggling readers is to stop making them read unrehearsed text aloud in front of one another. Linda Hoyt explains, "Tangled readers cannot help other tangled readers."

Whisper Reading - Each student in the group whispers the passages independently as the teacher moves to listen to and monitor each child.

Choral Reading - Read together, side by side, the book placed between the partners.

Echo Reading - One partner reads a line. The other partner repeats the line.

Expressive Reading - One partner reads a chunk. The other reads the chunk with expression.

Part Reading - One partner reads the characters' parts in voices. The other partner reads the narrator's parts.

Taking Turns - One partner reads a sentence, paragraph or page. The other reads the next sentence, paragraph or page.

Rehearsal Reading - The teacher assigns an individual page or part to each child. Each child in the group (of 4-6) takes time to practice that reading independently - suggested 3 times - while teacher works with other children. The student must try using known strategies first and then ask the teacher. The idea is to come back to group and read the part fluently - even names. When each person reads his/her part, the whole story or article is read aloud expressively and each reader feels successful.

Silent Reading - Partners read silently, sitting near one another so that they can ask each other for help when they need it.

Source http://www.liketoread.com/struct_talk_partner_reading.php

Questioning

Questioning is a critical strategy that helps readers make meaning of text by promoting critical thinking about what is being read.

Questioning occurs as a natural part of the classroom routine as teachers encourage students to pose, discuss, and answer questions. Questions can be generated by the reader, a peer, the teacher, or curriculum developers. Any one of these kinds of questions can be answered by the student individually, after discussion with others, or in collaboration with a peer. While most questions require having the text available, some might not.

Questions with different purposes can be asked and answered before, during, and after reading. Before students read, they often use questions to activate prior knowledge, make predictions, and wonder about big ideas that are not answered in the text. During reading, students form questions to compare and generalize, identify the theme, and clarify meaning. After they read, students use questioning to locate information, understand and remember events and characters, and identify the theme.

Questions—whether before, during, or after reading—can have different qualities.

Four Types of Questions

There are four key types of questions:

- **"Right there" questions (text explicit).** These are literal questions where the answer is in the text itself.
- **"Think and search" questions (text implicit).** The answer is implicit in the text but the student must synthesize, infer, or summarize to find the answer. Think and search questions tend to be more open-ended without set answers.
- **"Reader and author" questions (text implicit or experience-based).** The answer needs the reader to combine his or her own experiences with what the text states, i.e., the knowledge presented by the author.
- **"On my own" questions (text implicit or experience-based).** The reader needs to generate the answer from his or her prior knowledge. The reader may not need to read the text to answer, but the answer would certainly be shaped differently after reading the text.

Source <http://www.literacymatters.org/adlit/questioning/intro.htm>

Use Questioning Strategies That Make All Students Think and Answer

Pay a visit to many classrooms and you'll see a familiar scene: The teacher asks questions and, always, the same reliable hands raise up. This pattern lends itself to student inattention. Every day, include some questions you require every student to answer. Find a question you know everyone can answer simply, and have the class respond all at once.

You can ask students to put a finger up when they're ready to answer, and once they all do, ask them to whisper the answer at the count of three. They can answer yes, no, or maybe with a thumbs-up, thumbs-down, or thumbs-sideways gesture. That also works for "I agree," "I disagree," or "I'm not sure."

Numerical answers under ten are easy to show with fingers, but don't limit yourself to math questions. For instance, if you're teaching time management, have students let you know what their progress is halfway through the class by putting up one or more fingers to show whether they are one-, two-, or three-quarters done with the assignment, or finished. Do these exercises at least two or three times per class.

Source <http://www.edutopia.org/project-learning-teaching-strategies>

RAFT Writing

Its sole purpose is to make writing feel more authentic in two ways: 1) students are asked to think and write from a real world person's perspective, and they are asked to shape their ideas to appeal to an audience outside the classroom; 2) because they are considering perspective as they go through the writing process, students are being asked to think at a much deeper level of Bloom's Taxonomy. It's no wonder R.A.F.T. writing assignment have become very popular in the last decade, especially with content area teachers who are looking for ways to use more writing across the curriculum in their classrooms.

What is a RAFT Writing Assignment? R.A.F.T. writing prompts challenge students to assume a Role before writing, to write for an imaginary Audience, to write using a given Format, to write about a certain Topic. This is a simple but powerful technique that will inspire more thoughtful writing from yourself or your students.

Source: <http://www.writingfix.com>

Random Reporter

Purpose

Typically, some students desperately want to be called on to answer a question, while others desperately want to avoid it. Random Reporter is a flexible strategy that introduces the expectation that all students will be prepared to answer every question with the support and assistance of their team. At the same time, because you select students at random to respond to a question, it eliminates the need for raised hands and keeps you from inadvertently calling on the same students over and over again.

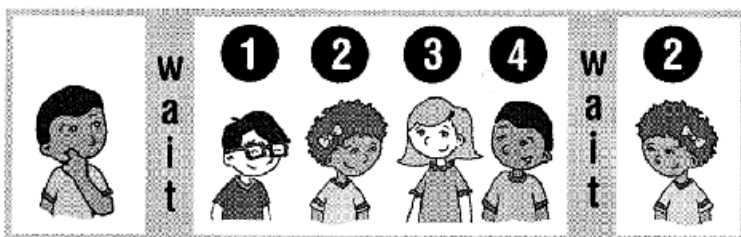
Breaking It Down

When you place the students into teams, assign each student a number from one to four (or one to five for teams with five members). Write the number on a piece of masking tape, and stick the tape to each student's desk. Change the numbers only when you form new teams.

To use Random Reporter, follow these steps:

1. Ask a question.
2. Have the students **think** about an answer for a few seconds.
3. Have the students **discuss** their answers with the team for a few seconds.
4. Call on either the #1s, #2s, #3s, or #4s (or #5s) to **share** the team's answer with the class.

Why is it important to ask the question first, let the students think, and then allow them to talk to one another before you call a number?



Fine-Tuning the Technique

- Don't expect perfection from yourself or your students right off the bat! This technique will become automatic as the year progresses.
- Pacing is critical with Random Reporter. Are you allowing silent time for individual students to think before asking them to discuss with their team? Are you allowing teams time to talk before asking them to share with the class? If not, make a conscious effort to count to five before moving to the next step.
- Do not call a number until it is time to share. The students are more likely to stay engaged in team discussion—and to help one another prepare an answer—if they do not know who will be asked to share the team's response. After all, it could be them!

Source

http://www.pdfdownload.org/pdf2html/pdf2html.php?url=http%3A%2F%2Fwww.sfapowerteaching.org%2Fimages%2Fdocs%2FRandom_Reporter.pdf&images=yes

Sort Cards

Words and images associated with topic are put on individual cards. Groups sort cards into categories and label and discuss categories.

Summarizing

What Is Summarizing?

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

What Are We Doing When We Summarize?

We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

When You Ask Your Students to Summarize, What Usually Happens?

- they write down everything
- they write down next to nothing
- they give me complete sentences
- they write way too much
- they don't write enough
- they copy word for word

What Did You Want Them To Do?

- pull out main ideas
- focus on key details
- use key words and phrases
- break down the larger ideas
- write only enough to convey the gist
- take succinct but complete notes

How Can I Teach My Students to Summarize?

Please be warned: teaching summarizing is no small undertaking. It's one of the hardest strategies for students to grasp, and one of the hardest strategies for you to teach. You have to repeatedly model it and give your students ample time and opportunities to practice it. But it is such a valuable strategy and competency. Can you imagine your students succeeding in school without being able to break down content into manageable small succinct pieces? We ask

students to summarize all the time, but we're terrible about teaching them good ways to do this!

Here are a few ideas; try one...try them all. But keep plugging away at summarizing. This strategy is truly about equipping your students to be lifelong learners.

- After students have used [selective underlining](#) on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.
- Teach students to go with the newspaper mantra: have them use the key words or phrases to identify only Who, What, When, Where, Why, and How.
- Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the "headless" stories.
- **Sum It Up:** Pat Widdowson of Surry County Schools in North Carolina shared this very cool strategy with me. How's it work? You have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend "so much." For instance, if you say they have \$2.00 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing. Consider setting this up as a learning station, with articles in a folder that they can practice on whenever they finish their work early or have time when other students are still working.

Sum It Up

Summarizing strategy using 20 words students write a summary. Sometimes paired with who, what, where, when, and why.

GIST

This strategy teaches students to use prediction as a comprehension aid when reading expository text. The ability to predict what a passage will be about is often based on prior knowledge. Tapping this background knowledge can effectively increase the students' comprehension of the text to be read.

1. Prereading – Have the students predict the gist, or main point, of the text by scanning the page to get a feel for what it will be about. Record predictions about the topic on the board.

Prompts – What do you think this text is going to be about? What makes you think so? What do you think it is going to tell us about our topic? What makes you think so?

2. Reading – Have the students read the assigned text.

Prompts – Did you find evidence to support your prediction? What was it? Did you find evidence that doesn't support your prediction? What was it? At this point, do you want to change your prediction? Why or why not?

3. Postreading – Have the students think about what they have read and make a final revision of the gist statement. Discuss.

Prompts – Do you want to make any changes about this topic? If yes, what changes and why? What have you learned from this reading?

After this strategy has been demonstrated a few times, the students should be able to respond without the prompts, thus internalizing the process for independent use.

Reference

Schuder, T., Clewell, S., & Jackson, N. (1989). "Getting the gist of expository text." Children's comprehension of text. In K.D. Muth, (Ed.), Newark, Del.: International Reading Association, 1989. pp.224-243.

T-Chart

T-Charts are a type of [chart](#), a [graphic organizer](#) in which a student lists and examines two facets of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts vs. opinions, etc.

For example, a student can use a T-chart to help graphically organize thoughts about:

- Making a decision by comparing resulting advantages and disadvantages (like getting a pet or taking a new job),
- Evaluating the pros and cons of a topic (for example, adopting a new invention),
- Enumerating the problems and solutions associated with an action (for example, analyzing the plot of a book or a topic like poor nutrition),
- Listing [facts vs. opinions](#) of a theme (great to use after reading a selection of text or a news article),
- Explaining the strengths and weaknesses of a piece of writing (useful after reading a piece of persuasive or expository writing),
- Listing any two characteristics of a topic (like the main ideas for a given topic and a salient detail for each idea).

Source <http://www.enchantedlearning.com/graphicorganizers/tchart/>

Text Rendering

Text rendering is a method of deconstructing text that allows students to make decisions regarding the importance of the text, select the portions that are most meaningful to them, and then share it with classmates—all without fear of being ridiculed. The research on students constructing meaning from text is clear. In order for knowledge to become theirs, students must engage text and make sense of it themselves (Davis, 2000). When students are provided with the opportunity to critically engage with text, the text can help students make connections, influence their decisions, and become a springboard for further analysis (Davis, 2000). Text rendering allows students to fully experience the piece (Lytle & Botel, 1990).

Source http://findarticles.com/p/articles/mi_qa3614/is_200401/ai_n9356999/

Think, Pair, Share

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

What is its purpose?

- Providing "think time" increases quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
- Think-Pair-Share is easy to use on the spur of the moment.
- Easy to use in large classes.

How can I do it?

- With students seated in teams of 4, have them number them from 1 to 4.

- Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)
- Give students at least 10 seconds of think time to THINK of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")
- Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)
- Ask students to PAIR with their partner to discuss the topic or solution.
- Finally, randomly call on a few students to SHARE their ideas with the class.

Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

Uses for think, pair, share

Note check, Vocabulary review, Quiz review, Reading check, Concept review, Lecture check, Outline, Discussion questions, Partner reading, Topic development, Agree/Disagree, Brainstorming, Simulations, Current events opinion, Conceding to the opposition, Summarize, Develop an opinion

Hints and Management Ideas

- **Assign Partners** - Be sure to assign discussion partners rather than just saying "Turn to a partner and talk it over." When you don't assign partners, students frequently turn to the most popular student and leave the other person out.
- **Change Partners** - Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
- **Give Think Time** - Be sure to provide adequate "think time." I generally have students give me a thumbs-up sign when they have something they are ready to share.
- **Monitor Discussions** - Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group that discussion that follows.
- **Timed-Pair-Share** - If you notice that one person in each pair is monopolizing the conversation, you can switch to "Timed-Pair-Share." In this modification, you give each partner a certain amount of time to talk. (For example, say that Students #1 and #3 will begin the discussion. After 60 seconds, call time and ask the others to share their ideas.)
Rallyrobin - If students have to list ideas in their discussion, ask them to take turns. (For example, if they are to name all the geometric shapes they see in the room, have them take turns naming the shapes. This allows for more equal participation.) The structure variation name is Rallyrobin (similar to Rallytable, but kids are talking instead of taking turns writing).
- **Randomly Select Students** - During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or

numbers on them. (One number for each student in the class, according to their number on your roster.) Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you do this, expect them to be quite shocked! Most kids don't listen well, and all they know is what they said! If you keep using this strategy, they will learn to listen to their partner.

- **Questioning** - Think-Pair-Share can be used for a single question or a series of questions. You might use it one time at the beginning of class to say "What do you know about _____?" or at the end of class to say "What have you learned today?"

How can I adapt it?

- **Think-Write-Pair-Share** - To increase individual accountability, have students jot down their ideas before turning to a partner to discuss them. You can walk around the room and look at what they are writing to see who understands the concept. It also keeps kids from adopting the attitude that they will just sit back and let their partner do all the thinking.
- **Science** - Making predictions about an experiment, discussing the results of an experiment, talking over charts and graphs, drawing conclusions, developing a concept through discussion, talking about environmental problems.
- **Health** - Discussing healthful practices, talking about how to handle stress, discussing proper placement of foods in food groups, analyzing problems in a diet, reviewing body systems,
- **Social Studies** - Discussing political viewpoints, learning about latitude and longitude, discussing economic trends, analyzing causes and effects of important events, discussing important contributions of historical figures
- **Math Problem-Solving** - Place a complex problem on the overhead (For example, use one of the Weekly Math Challenges found in the Math File Cabinet.) Ask students to think about the steps they would use to solve the problem, but do not let them figure out the actual answer. Without telling the answer to the problem, have students discuss their strategies for solving the problem. Then let them work out the problem individually and compare answers.
- **Math** - Practicing how to read large numbers, learning how to round numbers to various places, reviewing place value, solving word problems (as described above), recalling basic geometric terms, discussing the steps of division, discussing how to rename a fraction to lowest terms
- **Spelling** - Call out a word, have them think of the spelling, then designate one person to turn and whisper the spelling to their partner. The partner gives a thumbs-up to show agreement, or corrects the spelling. You can reveal the correct spelling by uncovering the word from a chart.
- **Reading** - Discuss character traits and motives, make predictions before a chapter or at the end of a read-aloud session, discuss the theme of a book or story, make guesses about vocabulary words based on context clues in the story, discuss the meaning of similes and metaphors in a story
- **Language Arts** - Discuss Daily Oral Language responses, discuss ways to edit or revise a piece of writing, talk over story ideas, discuss letter-writing conventions

- **Art** - Discuss elements of artistic compositions, discuss symbolism in artwork, compare and contrast the various works of a particular artist, analyze the use of color and line in works of art
- **Music** - Identify elements of musical compositions, identify instruments in musical selections, compare and contrast types of music

Assessment and Evaluation Considerations

Listening skills, communication skills, using appropriate structures and features of spoken language, effective note taking and co-operative skills are most effectively assessed when using this strategy.

Student Benefits

With Think-Pair-Share, students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

As a Cooperative Learning strategy, Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

Teacher Benefits

Students spend more time on task and listen to each other more when engaged in Think-Pair-Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students responses also improves.

Three Minute Pause

What Is a Three-Minute Pause?

At a wonderful workshop on the backwards design planning process (as suggested by Ralph Tyler and further developed by Grant Wiggins), Jay McTighe incorporated a **Three-Minute Pause** as a break in large sections of content. The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

How Does It Work?

1) Summarize Key Ideas Thus Far. The teacher instructs students to get into groups (anywhere from three to five students, usually). Give them a total of three minutes for the ENTIRE process. First, they should focus in on the key points of the lesson up to this point. It's a way for them to stop to see if they are getting the main ideas.

2) Add Your Own Thoughts. Next, the students should consider prior knowledge connections they can make to the new information. Suggested questions: What connections can be made? What does this remind you of? What would round out your understanding of this? What can you add?

3) Pose Clarifying Questions. Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we're headed? Can you probe for deeper insights?

Why Should I Take the Time for a 3-Minute Pause?

It depends on how much "stuff" you want students to be thinking about before they get a chance to process the new information. If you don't want to have to keep reteaching information, then you should give your students time to think about, make sense of, organize, and reflect on their learning. The Three-Minute Pause is a perfect bridge, a chance for students to consolidate and clarify their emerging understanding, before you move on to teach more new ideas or concepts. It's simple, straightforward, productive, efficient, and instantly useful.

The Three-Minute Pause has been around for a while, and it's taken a lot of different forms. This version of it I wish to credit to Jay McTighe. He is the co-author, with Grant Wiggins, of the well-regarded *Understanding By Design*, published by the Association for Supervision and Curriculum Development

Source <http://www.readingquest.org/strat/3mp.html>

3-2-1 (Three-Two-One)

Writing activity where students write: 3 key terms from what they have just learned, 2 ideas they would like to learn more about, and 1 concept or skill they think they have mastered.

Think Aloud

What is it?

As the title implies, a think aloud is a great strategy to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text. Many of us developed our skills as readers implicitly, by simply doing a lot of reading of all sorts of texts; after all, reading is a passion for us. Therefore, when we teach reading at the secondary level, we need to keep in mind that we must take what we know and do implicitly and make it explicit for our students, especially for our struggling readers. Below is a beginning list of what skilled readers do implicitly; we need to help our students learn and apply these skills/strategies on a

regular basis to improve their interactions with text.

What Skilled Readers Do While They Read:

Activate prior knowledge: Whenever skilled readers approach a text for the first time, they consciously (or unconsciously) summon any information or background that they have in relation to the topic, idea, people/characters, setting, historical context, author, similar events, etc. This process provides a footing or foundation for the reading; it helps us to make sense of the new text. This is an important step that inexperienced readers often skip over.

Set a purpose/reason/goal for reading: Another step that becomes automatic for skilled readers is establishing what they expect to get out of the reading. Depending on the purpose, we adjust our reading in order to meet the chosen goal. Helping our students to define the reason, purpose or goal for the reading is a crucial initial step in helping them to successfully interact with the text. Are they reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question? etc.

Decode text into words and meanings: These are the basic reading skills that our children begin to learn at the elementary level; but as secondary teachers, we must continue to work on them as the texts become more varied and sophisticated. Decoding text into words and meaning can also involve using strategies to define unfamiliar words using context clues or word parts (e.g., prefixes, suffixes, roots).

Make personal connections: As skilled readers move through a text, they constantly compare and contrast their knowledge and experience with what is presented and revealed in the text. This process of “personal engagement” in the text improves the reader’s comprehension and understanding. Skillful readers often ask themselves (consciously or unconsciously) the following questions as they read: How is this like or unlike something I know or have experienced? How can I connect the ideas here to other texts I have read? How is this text (and the ideas presented in it) useful or relevant to me?

Make predictions: From the moment a skilled reader picks up a text, they start making predictions about it. They look at such things as the title, table of contents, dedication, number of pages, font size, photographs, commentary on the back or book jacket, etc.; and they begin to make predictions about the contents, quality and their initial reactions to the text. As their reading progresses, they continue to check and revise their initial reactions and predictions.

Visualize: One of the most powerful tools that skilled readers develop is their ability to visualize what they are reading. While reading a fictional text they may create a mental picture of the setting, imagine what the characters look like, in short, immerse themselves in the visual world of the story. In a nonfiction text that is abstract in nature, the reader may create visual

symbols, concept webs, or mind maps that help him/her to keep track of the information and organize it.

Ask questions: Good readers make a habit of asking questions while they read. They ask questions about the text, the writer, their own responses, opinions, and reactions to the reading. They may be questions that probe deeper for understanding, but they may simply be questions that voice their internal confusion and need for clarity. When explicitly taught, this is a skill that often will shock some of your less skilled readers; they often think that it is time to stop reading when they become confused, assuming that good readers never get confused. It is powerful for them to see/hear someone work through their confusion.

Monitor understanding and summarize: Skillful readers carry an “invisible suitcase” of information with them as they read a text. Along the way, they drop important items into the case that help them to make sense of the text; if something doesn’t make sense they unpack it and take a closer look. They review those collected items at various points in the reading in order to move toward understanding, synthesis and evaluation of the text.

Apply what has been learned: Both during and after the reading, skillful readers are constantly asking themselves, “How can I use this information?” “What does this story mean to me?” “How can I apply this in my own life?” “Is this relevant to other situations or circumstances?” When students are reading a text to fulfill the demands of a task or prompt, they may keep the demands of the prompt in mind, consider how they will apply information from the text to complete an assigned task. More generally, discovering how a reading applies to our lives and the world around us is essential for engaging a reader in a text. We need to help our students discover the ways to reflect on how the reading “applies.”

What does it look like

Using the list of What Skilled Readers Do While They Read, use the basic process below to model think-aloud reading with your students. There are many variations on this process, some of which will be listed in the next section, How can I use, adapt or differentiate it? Note: You can either introduce the list of What Skilled Readers Do to your students, or use an inductive process whereby they annotate what you are doing during the think-aloud and then the group or class can create the list together.

Step 1: Begin with a short section of a text (1-2 pages); the text should be challenging for most of your students and give you several opportunities to illustrate the various strategies.

Step 2: Depending on your students’ skills and grade level, choose 3-5 strategies on which you want to focus from the list. (Activate Prior Knowledge, Make Predictions, Ask Questions, etc.) Tell your students the what, why and when of these strategies: what the strategies are that you

will be using, why each of these strategies help on this particular text, and have them keep track of when you use them as you read the text.

Step 3: Make sure you give your students the purpose or goal for this reading or have them come up with it if that's appropriate for the particular reading.

Step 4: Read the text to your students and model the chosen strategies as you read by stopping (sometimes even in the middle of sentences!) to articulate aloud what is going on inside your head as you read.

Step 5: Have your students annotate the text by underlining/ circling the cues that triggered the use of a particular strategy and discuss them after the read-aloud is complete.

Step 6: Have students brainstorm a list of other texts and circumstances where they might be able to use each of the strategies. Have the students connect these strategies to real life applications. (e.g. How do we judge the tone of a school when we walk into it, and what clues might a writer use to create a chosen tone in his/her description of that school?)

Step 7: Consistently reinforce the use of these strategies as you continue reading this text and as you introduce new texts to your students.

Willhelm notes that “written think-alouds have the advantage of providing a record of reading activity that can be shared, manipulated, saved, assessed, compared to earlier and later efforts to gauge and demonstrate improvement, etc.” (Willhelm, 2001)

source <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/thinkaloud.htm>

Ticket - Out - the – Door: Low Stakes Writing

What is a Ticket-Out- the-Door?

The ticket-out-the-door strategy is also called an exit ticket by some educators. However, the concept is the same. Students must give the teacher feedback, in written format, in order to leave the class. The teacher's role is to assess learning, use the feedback in some visible way, and make comments only as desired. There is normally no grade given to this type of writing. There are usually no conventions for this type of writing. However, if there is a general need to focus on capitalization, spelling, use of vocabulary terms, complete sentences, etc. this element can be added by the teacher. The idea is to get a written response.

What Should I Ask Students to Place on the Ticket?

There are many, many questions the teacher can ask. The idea is to combine the concepts embedded in the lesson with a writing task. Listed below are several questions commonly found on a ticket-out-the door exercise.

What are three characteristics or parts of...

In what other ways might we show or illustrate the point that....

How is similar to/different from...

(Marzano comparisons)

In what other ways might this problem/situation have been addressed?

What are the three big ideas/concepts/ morals to be learned from this situation?

How does relate to.?

What three related details can you add to this?

Give three examples of how contributed to the situation.

What is wrong with this statement? (Provide a false statement with at least three details.)

What might happen if....

What criteria would you use to judge or evaluate this event?

What evidence supports...

How might you confirm/prove the following statement? (Provide a statement.)

How might this be viewed from the perspective of?

What alternatives should have/could have been considered?

What did you learn today?

What do you think about?

What are three things you would share with your younger brother about this topic?

What are the three steps to completing an effective.....?

Visualization

Source <http://www.forpd.ucf.edu/strategies/stratvisualization.htm>

Visualization is the ability to build mental pictures or images while reading. It is evident that our own visualizations, when reading the script, would greatly depend upon our prior knowledge and engagement with the topic (Manning, 2002; Keene & Zimmerman, 1997). However, if we are able to construct any mental image from what we read, it is likely that our understanding of the material will be greater than had we not (Gambrell & Jawitz, 1993). Better yet, if we are able to combine the ability to generate mental imagery (visualization) and attend to illustrations provided in a text, there is greater effect on the understanding of the material and enhanced comprehension (Gambrell & Jawitz, 1993).

Helping our students gain visualization skills is an important way to foster greater comprehension when reading. It allows students the ability to become more engaged in their reading and use their imagery to draw conclusions, create interpretations of the text, and recall details and elements from the text (Keene & Zimmerman, 1997). Struggling students' ability to monitor and evaluate their own comprehension is enhanced by mental imagery (Gambrell & Bale, 1986). When a breakdown in comprehension occurs, and a mental image cannot be visualized, students will become aware of the need for a fix-up strategy.

Keene and Zimmerman (1997), in their book *Mosaic of Thought*, offer some key ideas on why teachers should help their learners evoke images when reading. They include:

- Mental images emerge from all five senses, as well as emotions, and are secured to a reader's prior knowledge.
- Using images helps immerse students in rich details. The details help students become engaged and make the text more impressive.
- Readers who adapt their visualization in response to images from other readers are considered more proficient.

How to Use the Strategy:

Visualization can be developed through a variety of activities and lessons. A first step is to provide a model and explanation about generating mental images for the students. Choosing a piece of text to read aloud to students that is short and descriptive can be useful. If the text has pictures, it is important to conceal the pictures until the end of the lesson.

Before beginning the actual read aloud/visualization mini-lesson, the teacher may want to suggest that students close their eyes and listen carefully as the story is read. The teacher may also want to share how the pictures that she makes in her mind help her better understand what she reads. For example, she may say:

"When we read we can often make pictures in our minds about what is happening in the story. Pictures of the setting, the characters, and what is happening can help us understand and remember what we read. When I think about what is going on in the story, I make a personal connection to the picture in my mind." (Johns & Lenski, 2001)

During the mini-lesson, the teacher should read a short part of the given text, and complete a "think-aloud." The think-aloud needs to be very specific as the teacher discusses how the images are produced in his/her mind. The teacher should describe in detail how the words from the text remind her of something in her own life and develop into an image. The teacher can discuss incidents, emotions, and new understandings. Having students listen for adjectives can also be helpful. Thinking aloud about what it may look or feel like to be "hot and sticky" or "so happy I could fly away" will be helpful to struggling students. The first mini-lessons designed for modeling the strategy of visualization should be almost completely teacher directed (Keene & Zimmerman, 1997).

As students become more accustomed to the concept of visualization and mental imagery, the teacher should gradually invite students to share and expand their own images developed during the read alouds. The emphasis during the first mini-lessons on this strategy should be the materials that are not too challenging. The goal is to help students become aware of the need to create their own images and expand on them. As the year continues, the teacher will want to increase the level of difficulty of the text. Soon students will be sharing their

visualizations during read alouds and their own private time for reading.

Allowing opportunities for students to share their images with the teacher and other students is vital. Offering them help in describing their images is also an important part to the development of the strategy. As mental images are visual representations of thoughts, it is often a good idea to allow students the opportunity to draw and illustrate their own mental pictures of the stories they read or that are read to them. Sharing these and comparing them will allow for greater understanding and comprehension of the text.

The Role of Text Illustrations

As noted by Gambrell and Jawitz (1993), combining the ability to generate mental imagery and consider text illustrations will allow for greater comprehension than when either strategy is used in isolation. Struggling readers benefit greatly from illustrations provided in the text. They offer support to these readers more than non-struggling readers because poor readers tend to need confirmation about what they are reading (Hibbing & Rankin-Erickson, 2003).

However, when text illustrations do not match the story, comprehension can decrease and learning can be reduced. One way to overcome this obstacle is to allow students to become engaged in the story and critique the illustrations after analysis of the text (Hibbing & Rankin-Erickson, 2003).

Other Ideas

Creating Comic Strips (Johns & Lenski, 2001)

Allowing students to illustrate frames in comic book fashion to explain what is happening in a story is a good way to promote visualization. Students can work together or individually on the creation of a short strip of the story. Modeling how to visualize scenes from the story beforehand will be helpful to students understanding of the concept. "Talking bubbles" can be added to aid in further understanding of the story.

Using Picture Books (Hibbing & Rankin-Erickson, 2003)

Picture books are often used with younger learners to develop early literacy skills in the areas of phonics, phonemic awareness, fluency, and comprehension. Providing older students with picture books will often allow them to have a greater understanding of higher level concepts by using a lower level text. Both older and younger students can be trained to use the illustrations in text to enhance comprehension and their own visualization.

Movies and W-R-W-R (Hibbing & Rankin-Erickson, 2003)

Movies provide a wonderful opportunity for students to gain background understanding to intermingle with their own visualization about a story or concept. When reading a text, the addition of a movie can help students connect to new information they may have not had background in and adapt their new thoughts, images, and feelings to the text at hand (Gambrell

& Jawitz, 1993). Hibbing and Rankin-Erickson suggest using a Watch-Read-Watch-Read (W-R-W-R) method in which students will build some background of the text, make predictions, watch part of the movie, read more of the text, confirm understandings, make more predictions, watch more of the movie, and continue reading the text (2003).

Assessment:

Assessment of the visualization strategy can be in the form of teacher observation, student self-assessment, use of a mini-conference rubric, or the review of an illustration of a mental image after a read aloud. Helping students understand the concept, giving them the opportunity to practice the strategy, and giving quality feedback are important parts to helping students enhance their comprehension.

Wordsplash

Students make predictions about reading based on a collection of key words and the name of the central topic. "Splash" refers to the random arrangement of the key terms around the topic at the start of the activity.

Can use Wordle to create a wordsplash or word cloud. <http://www.wordle.com>

Source <http://glossary.plasmalink.com/glossary.html>

Word Walls

A word wall is an organized collection of words prominently displayed in a classroom. This display is used as an interactive tool for teaching reading and spelling to children. There are many different types of word walls including high frequency words, word families, names, alphabet and "doozers".

What is its purpose?

Word walls have many benefits. They teach children to recognize and spell high frequency words, see patterns and relationship in words build [phonemic awareness skills](#) and apply phonics rules. Word walls also provide reference support for children during reading and writing activities. Children learn to be independent as they use the word walls in daily activities.

Word walls can also be used:

- To support the teaching of important general principals about words and how they work.
- To foster reading and writing.
- To promote independence on the part of young students as they work with words in writing and reading.
- To provide a visual map to help children remember connections between words and the characteristics that will help them form categories.
- To develop a growing core of words that become part of a reading and writing vocabulary.
- To provide reference for children during their reading and writing.

How do I do it?

1. Make words accessible by putting them where every student can see them. They should be written in large black letters using a variety of background colours to distinguish easily confused words.
2. Teachers should be selective about the words that go on the word wall. Try to include words that children use most commonly in their writing. Words should be added gradually - a guideline is five words per week.
3. Use the word wall daily to practice words incorporating a variety of activities such as: chanting, snapping, cheering, clapping, tracing, word guessing games as well as writing them.
4. Provide enough practice so that words are read and spelled automatically and make sure that word walls are always spelled correctly in the children's daily writing.

How can I adapt it?

Activities in word walls are designed to be multilevel.

[On-The-Back Activities](#) are designed to extend knowledge of the Word Wall words and to help students learn to spell other words.

Types of Word Walls

- ABC Wall
- Words-We-Know-Wall
- Chunking Wall
- Help Wall
- Name Wall

Assessing Progress

"Good assessment is an on-going activity. Teachers watch children in a variety of reading and writing situations. They notice what strategies children are using and what they need to move them forward." (page 66 [Month-by-Month Phonics for First Grade](#) by P.M. Cunningham & D.P. Hall)

Assessment and Evaluation Considerations

- word wall reading
- portfolio of work to show progress through year
- assessment rubrics
- spelling
- anecdotal records
- observations by teachers